

PROGRAM FOR TEACHING PERSONALITY TRAITS IN THE
SECONDARY SCHOOLS

by

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INTRODUCTION

This thesis is a study of the history and development of character education from the early history of education to the present time, with a view to determining the present trend in instruction in character training, and is, at the same time, an attempt to develop a program for teaching personality traits in the secondary schools.

PURPOSE

The purpose of this study was to prepare a program for the teaching of personality traits in the secondary schools. The program is designed to be of assistance to the teachers in stimulating young people to develop socially desirable behavior patterns.

PROCEDURE

Such a program as the one proposed involves a knowledge of the methods of instruction in character development--past, present, and present tendencies.

In order to get the past history of character education, it was necessary to consult the historical references that are available. For information as to what is now being done

in way of instruction in personality development, the writer corresponded with superintendents of schools and other educators in different sections of the country; studied books by present day writers on character development and home room programs in present use; read numerous periodicals, and conversed with people who are informed on the subject.

REVIEW OF LITERATURE

History of Character Education

The present status of the teaching of character education in the schools is the result of a long and varied history. The nature of the moral sense and the relation of morality to the general aim of education are both matters upon which a variety of opinions are held. The different views have given us opposing practices to the end that the educational world of today cannot show any marked agreement as to the general place of moral instruction.

Regarding the history of moral culture, there are at least four movements or phases:

1. The progress from customary to reflective morality;
2. The association of morality with religion;
3. The evolution of academic from utilitarian morality;
4. The variety in moral standards among different peoples and in different ages.

in primitive society, morality is wholly a matter of custom. Whatever has been the custom is felt to be right. This has been the case with people who have not associated, to any great extent, with the outside world. But, as time has progressed and men have broadened their acquaintance through travel and association with different peoples of the world, men get a broader outlook, which reveals to them that many of the sacred customs have a mechanical foundation. Some customs come in conflict with others as people come in contact with strangers; others are outgrown. "Thus man advances toward an age in which morality is no longer merely a matter of the mores--customs--but seeks a rational foundation in some universal laws of social and individual life." (1) Instruction that can be added to supplement the cultural effect of imitation tends to become generalized in rules of practice. At first there are only summations of existing mores, but, in time, come to include reasons and to strive to reconcile inconsistencies that are laid bare as various principles are drawn into a system.

In time, people become divided as to the value of instruction in the mores; some would limit moral culture to the habituation, while others would make all morality of the

(1) A Cyclopedia of Education, Monroe, Vol. IV, Page 306.

reflective critical type. Such was the view of Socrates and of Plato in his earlier years. They believed that virtue is knowledge and can be taught--a deviation from the mores in favor of a reasoned course of conduct. Another group of people would contend that we may know the better, yet do the worse. So, in order to overcome this defect, morality should be based on reflection which can be reached only by habituation by will. Thus moral training is invoked as the only agency by which the dictates of reason and conscience can be put into practice.

The association of religion with morals is very largely responsible for the situation today in reference to moral instruction. As soon as efforts were made to replace the mores with direct teaching, religion became prominent. This was only natural as belief in the supernatural was of great help in displacing the mores. In religion, instruction found something that could interest and inspire. The mind is taken away from the common things of life and is caused to speculate on things invisible that preside over the destiny of man.

Such a practice led to extremes; that is, religion came to be looked upon in the schools as being compulsory. Then came the struggle for freedom in religious matters to the end that religious instruction was forced out of the na-

tional schools in democratic communities. France, after the Revolution, and the United States illustrate this tendency among the larger states.

This proved very unsatisfactory, as it had been claimed that the lack of moral instruction in our public schools produces crime. However, there are no data which show that such is actually the case. Yet out of it all, has come the common idea that our public school curriculum should contain more positive instruction in morals. In order to get moral instruction back into the public schools, and, at the same time keep out specifically religious instruction, effort has been made to develop a system of morals not based on religion. This was especially true in France, where religion has been more completely excluded from state schools than in any other European country. In Germany, Switzerland, and other European countries moral instruction is closely connected with religious teaching. In fact, in the European countries where one denomination is in control of the situation, the religious and moral instruction in the schools centers about the practices of that denomination.

Thus, there are various methods used in our school systems in providing for moral or character training, ranging from those schools in which there is neither specific religious instruction nor set lessons in morals to those

schools in which religious instruction according to one faith is given, such as prevails in the state schools where one faith, as the Roman Catholic or the Lutheran, is in control, or in the schools maintained by the various denominations.

The historical movement from utilitarian to academic morality has been a factor in determining the present nature of the problem of moral education. When men first began to search for reasons for the prevailing mores, they searched for utilitarian ones. They thought that the only way prosperity of the individual could be assured was by upholding the customs, which leads to the fact that the mores are founded either upon natural law or upon the supposed will of the supernatural powers. But, after a considerable time has elapsed with no definite connection between self-sacrificing obedience to divine law and personal prosperity as reward for such service, men seek another justification for it. The utilitarian finds his explanation of the altruistic conduct of man in his social nature, which cannot be happy when surrounded by unhappy companions.

Opposed to the utilitarians are the rigorists who maintain that morality is a matter of obedience to absolute law and cannot be based on the calculation of consequences. The rigorists found morality or reason which reveals the right in

itself. So, according to their views, morality is a trait which man uses and develops just as he would use his eyes, or his feet; man develops it unconsciously.

The change and variety of moral codes of different peoples has also been a factor in determining the character of the problem of moral instruction in our schools of today.

It might be said that we have as many moral codes as there are peoples, as there is so much variation as to the right and wrong among the different nations. For example, one nation would not consider taking that which does not belong to one as dishonesty, while in another country this act would be considered a misdemeanor and punishable by law. Again, nations are not uniform in regard to just what is permitted in the matter of sex relations; just what is intemperance, or proper regard for parents, or for servants.

There are various views on the psychology of the moral sense which, because of their conflict, make the teachings of morals more complicated. Some people regard moral development as a negative process, while others maintain that it is positive, constructive. According to the first party, moral education is a war against selfishness, curbing of the brute that we inherit in the interest of higher civilization. The function of the teacher, then, consists of getting the lower

nature under control, usually by threatening, advising, shaming.

Those who advocate the constructive ideal of moral culture, maintain that most of the human desires have a function, that self-control is not so much of suppressing the evil but of encouraging the good. They hold that man is born good, but corrupted by education. Rousseau (1) was among those who held this view. With him the ideal education is to let the child alone, as in its natural development will be found the best culture. The later conception is that the child does have in him qualities, the right development of which will make of him an ideal individual. Moral culture then, should aim at the harmonious development of all the powers of self-realization.

The advocates of the constructive sort of moral culture also hold that the control of the undesirable traits can take place only by substituting something better, and that negative discipline is undesirable because it leaves to chance the selection of a substitute interest. Inhibitive education, at best, merely gets rid of an evil with no assurance that something better will take its place.

regardless of the different views held regarding moral

(1) A Cyclopedia of Education, Monroe, vol. IV, page 309.

education, it is rapidly forging to the front as one of the leading problems of the school, both in Europe and the United States. France as early as 1882 had given moral education a place in the curriculum. (1) Other European countries, for some time, have done special work in this phase of the child's development. In the convention of the National Educational Association held in Los Angeles, California, 1907, a resolution was passed to the effect that "It is the duty of the teacher to enter at once upon a systematic course of instruction, which shall embrace not only a broader patriotism, but also a more extended course of moral instruction, especially in regard to the rights and duties of citizenship, the right of property, and the security and sacredness of human life." (2)

Following this beginning, a few individual superintendents have attempted the teaching of morals in their high schools, but there has been quite a diversity of opinions as to how and what should be taught. State laws often emphasize the need of moral instruction, but they do not, usually, make definite provision as to the amount of time that should be assigned to it. Legislation has provided punishment for

(1) A Cyclopaedia of Education, Monroe, Vol. IV, Page 309.

(2) A Cyclopaedia of Education, Monroe, Vol. IV, Page 311.

teachers and pupils for immoral conduct. But, aside from a course in ethics, the curricula of colleges and universities make little provision for giving moral instruction as a preparation of teachers.

Various views are held as to what should be done about moral education: Some people believe that our present machinery--teaching force--is adequate to the situation, with more care in selecting the teachers; that when the personality and forcefulness of the faculty is what it should be, our moral education problem is solved. Others maintain that the key to effective moral instruction is found only in religion--and would introduce more religion into the schools, or look to independent religious agencies to develop this phase of the child's life.

Another argument is that we should develop self-government in the child as soon as possible, in order to awaken in the child the sense of responsibility, in sharing and administering the law. Or they would have a more systematic organization of games and recreation for the young, believing that children should be taught to play as well as to work. Both of these plans have been extensively used in England (1) with splendid results. Yet it is felt by many

(1) A Cyclopedia of Education, Monroe, Vol. IV, Page 313.

English observers that such a life is too much of a life by itself to constitute the best sort of preparation for social life in the outer world.

Finally, there are many who believe that our schools' failure in the moral development of the children is due to the fact that the school does not meet the genuine problems of life; that the instruction is not practical. "The moral sense is born in the practical emergencies of life, and by confronting a child with these we may easily develop that sort of feeling, thinking, and acting, which belongs to a strong and efficient character." (1)

The Trend in Moral Education

The trend in moral education, or we might say, in the responsibility for the development of the moral side of the child, is toward the public school. Time was when the home was expected to develop the character of the child. All that was expected of the school was the mental development of the individual. But, with our present economic and industrial situation, the home is no longer able to meet the demands for moral instruction of the younger generation.

The church, which formerly assumed considerable respon-

(1) A Cyclopedia of Education, Monroe, Vol. IV, Page 313.

sibility for the character development of the child, is also losing its influence in this particular field. Therefore, the only institution in our modern educational system equipped for the adequate training of the child is our public school. The school must assume the initiative in giving to the child that training which is to go with him into his after-school life. To meet the demands of a democratic society, the individual must be developed mentally, morally, and socially.

In some states the state council of religious education is attempting to give character training through the churches. The following are illustrations of this type of training as reported by Robert A. Kedon in his Master's Thesis on "The Problem of Religious Education in Our Public Schools." (1)

The Gary, Indiana, Plan. The work is in charge of a board composed of representatives of the city. The principle upon which the board operates is that the task belongs to the church and that the church must accept the responsibility and do the work, and that no one can be allowed to do the work who is not made directly responsible to the church for the way in which the work is conducted. The work here is ade-

(1) The Problem of Religious Education in Our Public Schools, by Kedon, Robert A., Kansas State College 1927, pages 29-64.

quately financed and on a permanent basis, and is controlled by a committee on education.

The Dayton, Ohio, Plan. A council of religious education made up of the representatives of the churches has charge of this work. The council raises money on a budget plan; employs a director, a supervisor, and a staff of teachers. The money is contributed by the voluntary contributions of the co-operating churches and by individuals especially interested in this work. The pupils are dismissed from the schools on request of the parents or guardian according to a definite weekly schedule to go to a neighboring church which is selected without regard to denomination connection but because its facilities and location are best suited to the interests of the pupils. However, pupils are not compelled to go. In case parents decline to give their consent, their children are kept in the school building and given regular school work along the line of social civics. The council is responsible for the securing of suitable equipment and a teaching force that has been especially trained to give religious instruction.

According to Robert A. Madon (1) a plan very similar to

(1) The Problem of Religious Education in Our Public Schools, by Madon, Robert A., Kansas State College 1927, pages 29-64.

the Dayton Plan is carried on in several different centers in Cleveland, Cincinnati, Youngstown, and Columbus.

Since the school is our only institution where the child may receive training that will fit him for a place in the world's work, the public school is accepting the challenge, and is assuming the responsibility for the proper development of the individual by including in the curriculum types of instruction that make for improvement of the personality. What is being done along this line will be discussed in another section of this study under the heading "What is being done to develop personality in the public school."

WHAT IS BEING DONE TO DEVELOP PERSONALITY IN THE PUBLIC SCHOOL

Until recently, little has been done to develop personality in the public school; that is, as we use the term today. Perhaps as long as we have had schools, the moral side of the child's development has been looked after. But our earlier idea of personality was of the religious view, or moral training. While the writer does not mean to detract from this idea, personality, as spoken of in this paper, means the integration of character traits such as honesty, courage, open-mindedness, initiative, etc., with no particular thought

of or connection with religion.

Since 1925, many studies in personality and character have been made, with attempts to measure the results. The following table shows the percentage distribution of conduct disorders among 591 cases referred to the Bureau of Children's Guidance:

Table I. Percentage Distribution of Conduct Disorders Among 591 Cases Referred to Bureau of Children's Guidance.(1)

Conduct disorders	: Boys	: Girls	: Boys and Girls
Lying	: 38	: 37	: 37
Disobedience	: 34	: 40	: 36
Disorderly Conduct	: 38	: 23	: 33
Tantrums	: 31	: 34	: 32
Quarreling	: 27	: 28	: 31
Stealing	: 31	: 20	: 27
Day Dreams	: 21	: 29	: 24
Truancy	: 29	: 12	: 23
Defiance of Authority	: 21	: 19	: 21
Fighting	: 23	: 16	: 21
Sullenness	: 20	: 21	: 20
Over-activity	: 23	: 14	: 20
Jealousy	: 17	: 26	: 20
Shyness	: 17	: 23	: 19
Irritability	: 19	: 18	: 18
Stubbornness	: 13	: 20	: 16
Hyper-sensitivity	: 13	: 17	: 14
Staying out late nights	: 12	: 14	: 13
Tendency to withdraw	: 11	: 16	: 13
Running away from home	: 14	: 7	: 11
Profanity	: 10	: 10	: 10
Morbid fears	: 9	: 11	: 10
Destructive	: 9	: 5	: 8
Impudence	: 4	: 11	: 7
Depressiveness	: 4	: 11	: 6
Laziness	: 6	: 5	: 5
Gang Activities	: 8	: 1	: 5
Selfishness	: 7	: --	: 5
Conflict with law	: 7	: 1	: 5
Suspiciousness	: 3	: 8	: 4
Stinking out	: 4	: 2	: 3
Facial Grimace	: 3	: 3	: 3

(1) Dept. of Superintendence 10th Year Book, Character Education, page 126.

In a special study of 196 cases, selected at random from those treated, the following appraisal was made by staff members after treatment:

	Number	Per cent
Success	93	48
Partial success	91	31
Failure	42	21

The above table shows that, of the 196 cases that were checked, 93, or 48 per cent, were a success, and 91, or 31 per cent, were a partial success; while only 42, or 21 per cent, were a complete failure. This would indicate that character traits can be measured and can be improved. Other tests have been conducted but, as yet, little has been accomplished, considering the possibilities in this field.

So far as the writer was able to learn, there is no systematic program in vogue in the teaching of personality. Many of the high schools throughout the country (United States), are giving some time to personality development of the pupils. But, in a general way, this is being attempted through extra-curricular activities such as clubs, athletics, Boy and Girl Scouts, student council, literary societies, home room. Some of the larger cities have set up rather definite programs whereby a specific amount of time is given every day to improvement of the character or personality of the students. For example, Boston, Massachusetts, LaSalle,

Illinois; and Winfield, Kansas, and the state of Nebraska are carrying on definite programs that include character education. These are the only places from which the writer was able to secure material explaining their methods of procedure. Dallas, Texas; Phoenix, Arizona; Denver, Colorado; Omaha, Nebraska; Lincoln, Nebraska; and Salt Lake City, Utah report that they have nothing in print on the subject of personality teaching. Los Angeles, California, reported that a course of study monographs on citizenship, character, and conduct was issued to the teachers there, but that the rules of the board of education did not permit the distribution of this material to individuals outside the system.

The program in character development as reported by the Nebraska State Department of Public Instruction, is sponsored through organized clubs of the school. These organizations are known as the "Knighthood of Youth" clubs.

In these organizations the students are given many responsibilities and made to feel that the school is their school, both individually and as a group. They feel that it is largely their responsibility to learn what is right and what is wrong as regards all activities in which they engage. They will then be better able to do what is right.

The program for character development in the LaSalle-

Peru Township High School of LaSalle, Illinois, is carried on through a program of guidance known as ethical guidance. The pupils are dealt with individually through counsel.

In Boston, the program for character development is carried on through a course in citizenship. This program includes the first eight grades, and is to be worked out by the individual teachers in their respective rooms.

The Winfield, Kansas, method of carrying on character education is built around the home room, but the whole school curriculum is organized in such a way that the individual student is made to feel that the success of the school is largely dependent upon his attitude and conduct. Thus, indirectly, character education is taught in all phases of the school life.

DEFINITION OF TERMS

The following terms used in this paper are defined in order given below:

Trait - a characteristic such as honesty, courage, ambition, courtesy. While there are other traits such as tall, heavy, old, or dark which are used in describing objects, they have no connection with this subject.

Attitude - mind set; that is, feeling or disposition to-

ward a particular trait such as honesty, open-mindedness, courage, ambition.

Ideal - trait which has become the object of desire; for example, a student has a strong desire for open-mindedness and studies and practices those principles that make for that particular trait--that is his ideal.

Trait-action - forms of activity through which a trait is exemplified--she meets her classes regularly; is never late; is always truthful, are illustrations.

Purpose - objects of desire are purposes when the individual strives to achieve them.

Personality - the integrated total of the traits possessed, such as honesty, industry, courage, ambition, determination, etc.

Character - the term character is often misused and misunderstood. One's character is what one really is--not what he poses to be nor what people think he is.

HOW TO OVERCOME A TRAIT WEAKNESS

Determination to overcome a trait weakness is the most difficult part of the battle against a weakness. Once the determination is made, the battle is more than half won. Usually, when an individual realizes that certain traits of

his personality should be improved, he will decide to start work on it slowly; that is, he plans to, occasionally, when the situation is exactly right, correct the defect. But this is like walking down stream looking for a narrower place to cross--the further down stream you go, the wider the stream becomes, and is never crossed until you make up your mind that the task of crossing is getting more, instead of less, difficult, and that here is the place where the stream must be crossed. Then, the task of actually crossing is really not so difficult.

So it is in correcting our weak traits--the longer we put it off, the weaker the trait becomes and the harder it is to get our own consent to take steps that will remedy the situation.

The writer observed an interesting experiment of a friend. The person in question, Mr. A, was very timid, especially among strangers, and lacked initiative. Realizing that this weakness would ever be a handicap to progress, A determined to free himself of this burden. In casting about for ways whereby he could at least make progress in his undertaking, he accepted a position with a dairy association as milk tester and advisor as to feeding rations. However, with only twenty-five members in the organization and a set pro-

gram of work, it was but a short time until there was little in the work that required initiative; so A was somewhat disappointed in the results obtained.

Later, he secured employment as a specialty salesman. Here he would deal with new people every day and his earnings depended entirely upon how well he succeeded in influencing people whom he met.

For a few days, things went well; but presently the duties of the work became quite burdensome--he lacked enthusiasm, it was easy to put off working. He found that his timidity was increasing rather than decreasing. It was with great hesitancy that approach was made to a would-be customer. In his room, worrying over the situation, debating with himself as to what was the best procedure, he faced himself in the mirror and said, "If you're going to be my boss, you've got to work." From that time, A took hold of himself, quit listening to his self-made excuses, and went about his work with more determination. As a result, he has made wonderful improvement in the trait which he set about to repair.

This has carried over into other phases of A's life to the extent that he is more at ease among strangers, more forceful in conversation, and has a much better attitude toward things in general.

Many such instances could be mentioned which, together

with the writer's personal experience, convince him that the only way to improve a personality trait is to just do it--quit doing the thing which is undesirable and substitute for it that which is desirable and practice it, not occasionally, but regularly.

PROGRAM FOR TEACHING PERSONALITY TRAITS

Discussion

There are two general methods of teaching personality: direct and indirect. The problem may be attempted under many situations and from various angles. But, regardless of the circumstances under which personality is taught or the manner of approach, instruction will be classed as one or the other of the methods just given.

The teacher must bear in mind that her personality is just what she makes it. Personality can be changed. However, one's behavior habits are largely determined by his early environment, and training received from his parents and teachers. After the individual has reached high school or college age, it is then up to him to make a self-analysis of his own personality for the purpose of discovering his weaknesses and repairing them.

Since the public school is largely responsible for the

development of character in our youth, it is highly important that there be a definite program set up in our school system for carrying out this objective. Building such a program is the aim of this study.

This might be accomplished by various methods that would come under the supervision of the school, such as clubs, Boy and Girl Scouts, Hi-Y, Girls Reserve, home room, and other school organizations. To the writer, it would seem that the various school clubs would be inadequate for such a program as mentioned above, as clubs are usually limited in their membership, due to points, sex, desire, etc. It would be difficult to have the entire school enrollment listed in any one club. Even though this be accomplished, instruction would be incidental or indirect. While the indirect method has been used, and more or less successfully, in teaching personality, it is too easy to overlook the opportunity or for lack of time in many cases, to make instruction effective. Perhaps the greater reason for using the indirect method in personality instruction is the fact that no definite program has been set up for direct instruction.

To effectively teach mathematics, science, law, language, art, there must be some method, rule--a guide--by which instruction is given. Likewise, to accomplish the greatest

good in teaching character development, there must be a method of procedure. It is likely true that personality traits lend themselves to the indirect method of instruction better than do other subjects, and much is accomplished by such a method, yet there should be a direct method of procedure whereby those engaged in teaching personality development might have something to guide their efforts. They should have some system or organized method, instead of leaving it to chance that the desired results might be obtained, which is true of the indirect method of instruction.

Since the development of personality traits is so closely related to the home room, the author believes that the program should be carried on in conjunction with the home room. In fact, it is one phase of the home room program.

In carrying out the program for the development of personality traits as one part of the home room program, no additional grouping of students is necessary as each home room will conduct programs in personality development.

In recommending that the program for developing personality traits be sponsored by the home room, the writer is assuming that every school has a home room. However, in case the school has no organization known as the home room, it has some method of conducting chapel exercises; this group should

be responsible for the personality program.

It would be the writer's suggestion that the superintendent take the initiative in this phase of the curriculum, giving all personal help possible and having regular meetings with teachers in charge of the programs, where all questions may be discussed and helpful suggestions made. The author would also recommend that, as a part of the home room program, this program for teaching personality traits be given thirty minutes once each week, or one of the home room periods where there are two each periods per week.

Traits as suggested in the calendar are but a small number compared with those which make up the lives of men and women. However, those suggested are some of the more important ones, the proper development of which would go far in the construction of a well rounded life.

It is hoped by the writer, that this outline might be of assistance to people engaged in the instruction of boys and girls of the public schools in the improvement or development of personality traits.

It is of very great importance to the country as a whole, as well as to the individual, that the proper guidance be given to character development of children. The more refined the character, the more enjoyment will that individual get out of life, and the more he will contribute to society.

In our modern civilization with large groups of people living together, it is highly important that they know how to meet the situation. They must be able to work and play as a group. This can be done only through co-operation. With co-operation properly developed in the child--teach the child to respect the rights of others on the play ground, in the library, in the study hall, on the street, in the home--the child will carry this training into his manhood and throughout life. He will know how to give and take, how to see the other side of the proposition. With this view of life, this individual is in much better position to serve society than would be the case if the spirit of co-operation had not been developed in him in childhood. It is true that the individual can make of his personality about what he wishes; but neglect the training in youth, and the chances are great that development in the proper way will be neglected in later life, when habits are difficult to break.

What is true of co-operation, is true of other traits of personality. Just as training in mathematics, science, or language influences the individual throughout his life, so must the training one receives in personality traits become a part of himself, and will, in the majority of cases, modify his entire life.

Calendar for the Year

- 1st Week --- Setting up objectives.
- 2nd Week --- Working out details.
- 3rd Week --- Good sportsmanship.
- 4th Week --- Initiative.
- 5th Week --- Dependability.
- 6th Week --- Honesty. Individual trait reports due.
- 7th Week --- Industry.
- 8th Week --- Concentration.
- 9th Week --- Patience.
- 10th Week --- Loyalty.
- 11th Week --- Co-operation.
- 12th Week --- Open-mindedness.
- 13th Week --- Courage.
- 14th Week --- Thrift.
- 15th Week --- Good judgment.
- 16th Week --- Reverence.
- 17th Week --- Ambition.
- 18th Week --- End of semester--students report for individual conference, and receive grade.
- 19th Week --- Details for next semester.
- 20th Week --- Sociability.
- 21st Week --- Courtesy.

- 22nd Week --- Personal appearance.
 23rd Week --- Sense of humor.
 24th Week --- Sympathy.
 25th Week --- Love toward all.
 26th Week --- Health.
 27th Week --- Punctuality.
 28th Week --- Perseverance.
 29th Week --- Responsibility.
 30th Week --- Self-confidence.
 31st Week --- Enthusiasm.
 32nd Week --- Cheerfulness.
 33rd Week --- Self-control.
 34th Week --- Determination.
 35th Week --- Kindness.
 36th Week --- End of semester--students report for grades.

Note. Every group will be responsible for one assembly program during the year, when every member of the group will be on the program, in some capacity.

Explanation. In arranging traits represented by the calendar, effort was made to have traits studied in keeping with other events of the year. For example; reverence near Christmas time; sense of humor and sympathy near Lincoln's birthday, etc.

Guide Sheet for the Teacher

(Illustrations for the teacher's use in preparing her program for building personality traits through participation in school activities.)

The purpose of this guide sheet is to give the teacher something definite in teaching her program. The writer has given a list of suggested traits with problems that might arise in any school. A list of desirable trait actions for these problems is also given as further aid to the teacher in carrying out this program.

It is well for the teacher to keep in mind, when preparing her program for teaching personality traits, that the positive rather than the negative idea should be kept before the student. To get students to develop the right attitude and response to situations, they should be taught "to do" rather than "not to do." For example, "crowded conditions in the hall between classes." The correct response to this situation would be: "I will get my books and pass immediately to my next class," instead of, "I will not loiter in the halls." The first suggests action, while the latter suggests inactivity which is very undesirable.

Traits	Problems	Methods and Procedures in Acquiring Desirable Trait Actions.
Good sportsman- ship	:1. My team is los- : ing a hard fought : game.	:1. I shall continue cheering : the home team for their : courage.
		:2. I shall congratulate the : team and coach for the show- : ing made.
	:2. Some one suc- : ceeds at a task : where I failed.	:1. Congratulate him. :2. Boost for him, lending all : support possible.
Initiative	:1. Class recita- : tions are dull.	:1. I will have my lessons pre- : pared.
		:2. I will recite at every op- : portunity.
	:2. School grounds : need beautifying.	:1. I will be alert for ideas : that would be practical.
		:2. I will take the lead in the : movement to accomplish the : desired results.
Depend- ability	:1. Faculty has : little confidence : in the student : body.	:1. I will make every effort : not to disappoint any : teacher.
		:2. I will talk to my class- : mates about ways in which : we might restore the con- : fidence of our teachers.
	:2. The faculty has : intrusted the : school discipline:	:1. I will do my best to merit : that confidence.

Traits	Problems	Methods and Procedures in Acquiring Desirable Trait Actions
	: : in the hands of : the student body. : :	: :2. I will strive to get other : students to feel the respon- : sibility. :
Honesty	:1. Scouts are on a : week end camping : trip. : : : :2. Tests are being : given in Scouting. : : :	:1. I will furnish my part of : the supplies. : :2. I will adhere to camp rules : and regulations. : : :1. I will obey the rules, even : though I am aware of the : fact that I am not being : watched. :
Industry	:1. Students have : tendency to loaf : in their studies. : : : :2. The brighter : students do not : have to work hard : keep up with the : class. :	:1. I will correct this in my : own work and will point out : to my friends the danger of : such a habit. : : :1. I will schedule my time, : and do outside reading in : the library during my spare : time. :
Concentra- tion	:1. Students need : the power to con- : centrate on their : work. : : : : :2. The basketball : team fumbles badly. : :	:1. I will endeavor to free my : mind of everything except : my lessons at hand. : :2. I will read books on "How : to Study," and try to prac- : tice the teachings therein. : : :1. I will concentrate on first : making sure that I have the : ball, then pass it. :

Traits	Problems	Methods and Problems in Acquiring Desirable Trait Actions
Patience	: 1. Typing class : should exercise : patience. : : : : : 2. The basketball : team wants to : play all time, : rather than learn : plays.	: : 1. I will determine to prac- : tice every exercise until : I have it perfect. : : 2. I will assist those who are : behind in their work. : : ----- : 1. I will be patient, learning : every play well before in- : sisting that we scrimmage.
Loyalty	: 1. Our debate team : visits another : school. : : : 2. The school or- : ganizes an honor : club.	: : 1. I will be loyal to my school : by conducting myself in a : manner that would be ap- : proved by my school. : : ----- : 1. I will abide by all rules : of the club so long as I am : a member.
Co-opera- tion	: 1. Crowded condi- : tions in the halls : between classes. : : : : : 2. Should be more : co-operation on : the part of the : students and : faculty in elim- : inating tardiness.	: : 1. I will get my books and : pass immediately to my next : class. : : 2. I will ask my class-mates : to refrain from loitering : in the halls. : : ----- : 1. I will hurry to my next : class and will report, to : the superintendent, any : teacher who persists in : holding his classes too : long.

Traits	Problems	Methods and Procedures in Acquiring Desirable Trait Actions.
Open-mindedness	1. We need more appreciation for the good qualities of other schools	1. When a neighboring school accomplishes a worthy task, I will praise it for the feat. 2. I will mention to my friends, that such and such a school has done herself proud.
	2. Because of a few students, the principal had to make a rule that would inconvenience the majority:	1. I will abide by the decision and encourage other students to do the same.
Courage	1. In presence of opposition, students need courage to stand for what they know is right.	1. I will determine to know the right, then stand by my convictions at all times.
	2. Timidity as regards appearance on public programs.	1. I will never refuse to take part on any program, when asked.
Thrift	1. The school has a banking system.	1. I will make regular deposits, even though my allowance is small. 2. I will encourage savings among my friends.

Traits	Problems	Methods and Procedures in Acquiring Desirable Trait Actions.
	:2. A group of stu- : dents can afford : to dress better : than the average : student.	:1. I will take the average : student as my standard, and : will deposit my savings in : the school bank.
Good judg- ment	:1. Term of school : has just opened.	:1. I will practice good judg- : ment by preparing my lessons : every day. : :2. I will take advantage of : every opportunity to improve : myself through extra-cur- : ricular activities.
	:2. Students need : more interest in : outdoor exercise.	:1. I will spend at least one- : half hour daily in outdoor : exercise.
Reverence	:1. A minister offers : prayer at the as- : sembly program.	:1. I will refrain from visit- : ing with my neighbor. : :2. I will stand with bowed : head.
	:2. Scouts are con- : ducting a program	:1. I will stand at attention : with bared head, as the flag : is being saluted.
Ambition	:1. Students are : satisfied with : mere passing : grades.	:1. I will determine to raise : my own marks. : :2. I will attempt to persuade : my friends that our stand- : ards should be raised.

Traite	Problems	Methods and Procedures in Acquiring Desirable Trait Actions.
:2. Should be more : desire on part of : the students to : excel.		:1. I will strive to improve my- : self in all departments of : my school life.
Sociability	:1. Students need to : be more sociable : as a group.	:1. I will make it my business : to speak to all students in : the halls and on the school : grounds. :2. I will encourage my friends : to make the acquaintance of : the timid students.
	:2. Student body in : general, is not : acquainted with : the faculty.	:1. I will mention this fact to : my teachers and ask them to : assist in overcoming this : situation by occasionally : setting aside periods for : meeting one another outside : of class work.
Courtesy	:1. Boys enter the : building with : hats on.	:1. I will always remove my hat : when entering the school : building, and will ask my : friends to do likewise.
	:2. There is con- : fusion in the : halls between : classes.	:1. I will pass quietly from : one class to another, with : as little delay as possible.

Traits	Problems	Methods and Procedure in Acquiring Desirable Trait Actions.
Love to- ward all	:1. School has be- come divided into groups--undemo- cratic. <	

Trait	Problems	Methods and Procedures in Acquiring Desirable Trait Actions.
Punctuality	:1. Due to tardiness of the members, club meetings have to start late. : : :2. Committee meeting to prepare a chapel program.	:1. I will do my part by being prompt--will practice punctuality. : :2. I will insist on my friends being punctual. : : :1. I will report on time.
Perseverance	:1. Algebra assignment is exceedingly difficult. : : :2. There are five candidates for the same position on the basketball team.	:1. I will be sure that I understand just what is to be done, then "stay with it" until I master it. : : :1. I will try everything possible to improve my ability.
Responsibility	:1. Students hesitate to assume responsibility. : : : :2. The Girl Scouts promise to contribute \$5.00 to the Christmas fund.	:1. I will volunteer to be responsible for certain duties, and in this way learn to do things without help. : : :2. I will encourage my classmates to accept responsible duties. : : :1. I will do my part to help raise the money.

Traits	Problems	Methods and Procedures in Acquiring Desirable Trait Actions.
Self confidence	: 1. It is difficult : to secure some one : for an important : part in the play. : : : : : 2. Teacher asks : that some one : volunteer to ex- : plain a difficult : problem. : : : :	: : 1. I will determine to do the : best I can. : : 2. I am determined to free my- : self of shyness. : : : : : 1. I have the problem, but : lack confidence in my : ability to explain it. How- : ever, I know that, by com- : plying with the request, I : shall create more self- : confidence; so I volunteer. : :
Enthusiasm	: 1. Indifference on : the part of stu- : dents. : : : : : 2. Students need : appreciation for : programs of cul- : tural value. : : :	: 1. I will invite some of the : teachers to my home for the : purpose of devising plans : to create some enthusiasm in : the students. : : : : : 1. I will attend all such pro- : grams, and will assure my : friends that they are neg- : lecting a valuable part of : their lives. : :
Cheerful- ness	: 1. Students seem : lifeless at their : picnics. : : : : : 2. School seems so : quiet--students : dissatisfied. : : : :	: 1. I will take the initiative : in creating a cheerful en- : vironment--lead in playing : games, "put on" stunts. : : : : : 1. I will, with permission of : superintendent, sponsor a : school carnival, offer : prizes for best booth; get : everybody interested--give : every student something to : do. Activity and interest :

Traits	Problems	Methods and Procedures in Acquiring Desirable Trait Actions.
		promote cheerfulness.
Self-control	1. Self-control needed on the athletic field.	1. I will determine to control myself and will put forth every effort to keep other members of the team from "losing their heads."
	2. The swimming pool is crowded when a man sinks in deep water.	1. I will "keep cool" and will try to control the crowd as the life guards attempt to rescue the drowning man.
Determination	1. Indifference of the students toward school paper.	1. I will do everything possible to promote the idea among the students; will accept the responsibility of financing it. I will not give up until I have installed some determination into others.
	2. Students unable to sell student athletic tickets in down-town districts.	1. I will not be defeated. I know that there are those who will buy. If one man refuses, I shall just consider that the man who will buy, is just around the corner waiting my arrival. And I will keep going until I find him. I am determined to sell a certain number of tickets.

Traits	Problems	Methods and Procedures in Acquiring Desirable Trait Actions.
Kindness	:1. Harsh criticism : on the part of : the faculty re- : garding tardiness:	:1. I will be on time and will : practice kindness to all, : even to those who would be : unkind to me.
		:2. I will encourage my friends : who are habitually tardy, : to form the habit of : promptness--substitute : promptness for tardiness. : And I will encourage them to : practice kindness toward : even those of the faculty : who find fault.
	:2. There is a need : for the consider- : ation on the part : of students for : physically handi- : capped children.	:1. I will discourage this : practice and will insist : that my friends join me in : behalf of the unfortunate : students. If any difference, : the handicapped children : should be favored.

Procedure for Carrying Out Program as Outlined in the Calendar

First Week--to the Teacher. The home room teacher will give an explanation of just what is to be done in this course during the year: She will define personality, impress on the students the value of a good personality; stress the fact that personalities are made, not born, that one's personality is just what one makes it.

Each group will adopt a hero and a creed for each semester as their ideals. For example, Lindbergh might be chosen as the hero by a group, and Roosevelt's creed could be used, which is as follows:

I believe in honesty, sincerity, and the square deal; in making up one's mind what to do and doing it.

I believe in fearing God and taking one's own part.

I believe in hitting the line hard when you are right.

I believe in hard work and honest sport.

I believe in a sane mind in a sane body.

I believe we have room for but one sound loyalty,

And that is loyalty to the American people.

At this meeting, the teacher will appoint two separate committees--one to suggest a number of individuals from whom a hero will be selected; the other committee will select a number of creeds, one of which will be chosen.

Second Week. At this meeting, the committee will report and the group will, by vote, select the group hero and adopt a creed.

The teacher will explain that the president will appoint a leader, at each meeting, for the succeeding meeting. Also, the president will announce the trait to be studied for the next week, and will appoint a committee whose duty it will be

to select, from literature or from life, a character who is or was, an outstanding example of that trait. (Often, a local man or woman could be chosen--nearly every community has, or has had, some character who was distinguished in a noteworthy manner.)

The teacher will explain her system of grading, the following being offered as a suggestion: Each pupil is requested to present to the teacher at the sixth meeting, a list of ten traits in which he is most interested in improving. The teacher in turn, will closely observe pupils' actions in traits mentioned, and at the end of the semester, will return the list of traits with her score of each trait attached, together with a graph of her scores, as illustrated on the following pages. (Blanks for calibrated scale for scoring personality traits to be furnished by the superintendent.)

Calibrated Scale for Scoring Personality Traits

Name <u>Mr. X.</u>										
	0	5	10	15	20					
Traits	:	:	:	:	:	:	:	:	:	Score
Honesty	:				17	:				17
Sociability	:		12			:				12
Dependability	:				18	:				18
Pleasing Personal Appearance:	:		10			:				10
Courtesy	:			15		:				15
Initiative	:				17	:				17
Open-mindedness:			12			:				12
Ambition	:				18	:				18
Good judgment	:		8			:				8
Good sportsmanship	:				17	:				17
Total Score										144
	0	5	10	15	20					
	:	:	:	:	:	:	:	:	:	:

Directions:

1. The score for each trait will be somewhere between 0 and 20.

2. Extreme weakness in a trait should be scored somewhere between 0 and 5. Outstanding strength in a trait should be scored somewhere between 15 and 20. Fair, average to above average in strength of a trait should be scored 5 to 15.

3. Total score is the sum of the scores for all traits.

4. A perfect grade would be a score of 200 points.

In the Calibrated Scale for Scoring Personality Traits, any traits might be used. Those used by the author are merely as illustrations, and were used by him in grading the three friends.

It is to be understood by the students that the grading of their personality traits is strictly confidential, and that they are encouraged to bring any of their problems, in this subject, to the home room teacher at any time.

At this meeting--second meeting--the students will be advised that, at some time during the year, they will be expected to give a chapel program in which all students would have some duty to perform, said chapel program to be built around the outstanding personality traits of the group here. The date for this program to be determined at some future time.

Since the home room officers have not as yet been chosen, the home room teacher will, at the second meeting, appoint a leader for the next week's program. Also, at this meeting, she will explain to the pupils that their part in preparation for each lesson will be a situation with a desirable trait action.

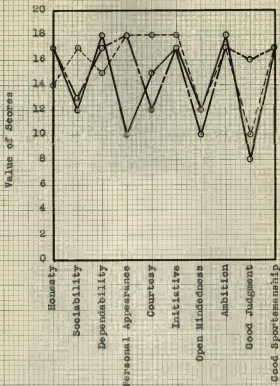


Figure 1. Graph Showing Comparative Trait Values. Scores of three individuals showing where one might rate high in a certain trait, another might rate low in the same trait.

—○— The black line represents the scores of Mr. X. on page 45.

—○— 154 - Total Score

—○— 166 - Total Score

—○— 144 - Total Score

In making the graph on page 47, the writer scored three of his friends according to "The Calibrated Scale for Scoring Personality Traits." The men were scored with no comparison of grades, then each score plotted as indicated on the graph.

General Methods of Procedure in Teaching Lessons on Traits for Weeks Three to Seventeen, Inclusive, and Weeks Twenty to Thirty-five Inclusive.

1. The president opens the meeting and disposes of any business to come before the group--announcements, special reports, progress on special chapel program, etc.
2. Appointment of next week's leader, and announcement of trait to be studied; appointment of committee for selection of an individual possessing in an outstanding way the trait for next week's assignment.
3. Today's leader takes charge and opens the program with a short talk on the subject.
4. A short talk by the chairman of the committee on the character and achievements of the individual whom they have selected as representative of today's trait.
5. Group discussion, with every student present giving his situation with desirable trait action. (1)
6. Repeat the creed in unison. Pass to next classes.

(1) Examples of situations with desirable trait actions are listed on pages 49-66.

A List of Personality Traits and Examples of Possible
Situations with Corresponding Desirable
Trait Actions

The following is given as an example of what the teacher might expect of the students as preparation for the assignments. Certain traits are assigned each week. The students are expected to get definitions for these traits and be able to give examples of situations with corresponding desirable trait actions:

Good Sportsmanship. Good Sportsmanship is fair competition in any contest. A man who practices good sportsmanship is a good loser as well as a good winner--loses without complaint, and wins without boasting.

<u>Situation</u>	<u>Trait Action</u>
1. You commit the foul that would put you out of the basketball game but the referee believes that the "other fellow" committed the offense.	:1. Admit to the referee that you violated the playing rules.
2. In the football game, you collide with an opposing player who is injured in	:2. Assist him to his feet and express to him your sorrow.

- the play. :
3. You are replaced by a :3. Congratulate him for the
"pinch-hitter" who singles : feat.
and wins the ball game. :
4. You are a candidate for :4. Congratulate the winner,
captain of the football : then work just as hard
team, and are defeated. : under his leadership as you
: would expect him to had you
: been elected captain.
5. As a college freshman you :5. Go through "paddle" line
appear at the football game: cheerfully, then hold no
without your green cap. : malice toward those re-
: sponsible for the losing.
6. The group votes to play :6. Accept the decision and do
the game by a rule which : your best under the cir-
is a handicap to you. : cumstances.
7. You are defeated in debate.:7. Congratulate the winners
: and thank the judges for
: their service.
8. A team mate gets the call :8. Cheerfully accept the
to pitch against your home : coach's decision.
town--a game you had hoped :
to work. :

- | | |
|---|--|
| <p>9. You are the victim of a practical joke.</p> <p>10. Your team loses a hard fought football game.</p> | <p>: 9. Instead of resentment, appreciate your companions' situation and help them enjoy the fun.</p> <p>: 10. Cheer the winners and congratulate your team upon the fine showing.</p> |
|---|--|

Honesty. By honesty we mean fair and candid dealing with others; true; just; up-right; trustworthy.

- | <u>Situation</u> | <u>Trait Action</u> |
|---|--|
| <p>1. You are driving a taxi. A class notebook, bearing the owner's name, is left upon the seat.</p> | <p>: 1. Call, by phone, advising the student of the whereabouts of his notebook.</p> |
| <p>2. It is "pay-day" at a public works, the foreman's week's earnings are hanging loosely from his pocket.</p> | <p>: 2. Approach the foreman and call his attention to it.</p> |
| <p>3. You make a purchase at the market and are given too much money in making change.</p> | <p>: 3. Remind the clerk of her mistake and return the money.</p> |

4. The grocery deliveryman, :4. Call the store and advise
through an error in reading: them of the mistake.
the address, delivers a :
large order to your home. :
5. You receive statement for :5. Assure the dealer that he
four loads of wood, but : delivered seven loads, and
seven loads were delivered : pay him for the entire
to you. : amount bought.
6. In parking, your car col- :6. Find the owner and pay for
lides with another car, : the repair of his car.
damaging both machines. :
The owner of the other car :
is not present. :
7. You borrow your room-mate's:7. Repair it or replace with
tennis racket and get it : another that is satisfac-
broken. : tory to your room-mate.
8. You enter the stadium un- :8. Stop and pay the price of
noticed by the gate-keeper.: admission.
9. To the class, the in- :9. Advise the instructor of
structor gives you credit : his mistake and let the
for an achievement which : other student have the
belongs to another student.: honor.
10. You are absent from class;:10. Admit to the instructor
the instructor understands: that you were not ill, but

6. At a school picnic you ob- : 6. Make it your business to
serve a few students who : get them into the games;
are "shy", not getting into: make the occasion pleasant
the spirit of play--back- : for them.
ward. :
7. Unpleasant situations arise:7. Bear your share of the bur-
in your home. : den; be pleasant; compan-
: ionable.
8. You are with a party on a :8. Be cheerful, whether or not
fishing trip. : you catch fish; keep com-
: pany with the whole group.
9. You are on a stock judging :9. Make their acquaintance;
trip, meeting other teams. : seek information regarding
: their schools; have an
: interest in them.
10. You are a delegate from :10. Enter into the discussions;
your local commercial club: show interest in other
to the national conventions: delegates.

Dependability. By dependability we mean capable of
being depended upon; reliable; trust-worthy.

Situation

Trait Action

1. The instructor asks for :1. You volunteer. Do your
special reports to be given: part, don't disappoint the
at a stated time. : class.

- | | |
|--|---|
| 9. You are organist for the church choir. | :9. Always be on time for practice. |
| 10. You Assume the duties of Scout leader. | :10. Be regular at meetings, and take interest in the work; give your best. |

Pleasing Personal Appearance. Pleasing personal appearance is a term rather difficult to define. However, we speak of a person's having a pleasing personal appearance when he looks neat, pleasant, attractive, alert, clean.

- | <u>Situation</u> | <u>Trait Action</u> |
|---|--|
| 1. You have an appointment with a prospective employer: | :1. Be cheerful, and neat in your dress. |
| 2. You are invited to a social: | :2. Appear in appropriate dress: clean shaven, suit well pressed and clean, shoes shined, hair well groomed and trimmed, nails manicured, teeth clean. |
| 3. You are on a hunting trip. | :3. wear clothes that fit well-- have a neat appearance, even in old clothes. |
| 4. You are a student in college. | :4. Keep clothes clean and pressed, be careful about color combinations--don't |

- | | |
|--|---|
| | : wear "flashy" tie or hose-- |
| | : be modern in dress. |
| 5. You are a surgeon preparing for an operation. | : 5. Be pleasant with your assistants, and exhibit self-confidence. |
| 6. You are a groceryman. | : 6. Meet your customers with a smile, display cheerfulness. |
| 7. You are to sing in the church choir. | : 7. Appear neatly dressed, yet not gaudy, shoes shined, nails manicured, suit clean and well pressed, hair well groomed. |
| 8. You are superintendent of high school and are to deliver the diplomas to the seniors. | : 8. Exhibit cheerfulness, be calm, radiate confidence, dress appropriately. |
| 9. You are superintendent of nurses. | : 9. Be an example as to the manner of dress. |
| 10. You are a waitress in the cafe. | : 10. Keep your uniform very clean and well pressed, hair well groomed, nails manicured, shoes shined, exhibit cheerfulness, modesty. |

Courtesy. By courtesy we mean genuine and habitual politeness; a gesture of respect.

<u>Situation</u>	<u>Trait Action</u>
1. You are shown a favor.	:1. Express your appreciation.
2. You enter the church.	:2. Be quiet and reserved.
3. You are in the home of a friend who does not smoke.	:3. Before smoking, be sure that smoking is not offensive to those present.
4. You have planned a lawn party. On the given date, your next door neighbor becomes suddenly ill.	:4. Request your guests to be especially quiet.
5. You are in the theater.	:5. Respect others present by keeping quiet; that is, do not talk aloud.
6. You are in the library.	:6. Respect the rights of other students by being quiet.
7. You are engaged in conversation with another man.	:7. Be a good listener as well as a good talker.
8. You are a guest.	:8. Be agreeable to other guests and to the hostess.

9. You have an invitation to :9. Accept the invitation and
a party to which you do not: make the hostess feel glad
care to go. : to have you present.
10. You are asked to recite in:10. Show respect to your in-
class. : structor, by doing your
: best, and do not be too
: emphatic about your ideas,
: even though you are
: correct.

Initiative. My initiative is meant independent action,
ability for original conception; leadership alertness.

Situation

Trait Action

1. You are a graduate student.:1. Pursue your investigation
: with as little supervision
: as possible.
2. You are superintendent of :2. Take the lead in activities
high school. : for the betterment of the
: community.
3. You are the class president:3. Plan your class meetings in
: advance--know before the
: meeting is called, just
: what is to be done.
4. You are a citizen of a :4. Take active interest in
small community. : things that would be of

- : benefit to the community.
5. You are teaching Vocational Agriculture. : 5. Be alert for anything that
: would be of interest and
: help to the community--
: evening schools for adults,
: part-time schools, etc.
6. You are a doctor. : 6. Volunteer your services for
: teaching community sanitation and health habits.
7. You are the city mayor. : 7. Take pride in keeping the
: community attractive:
: beautify the parks, keep
: clean streets, city
: trances free of tin cans
: and rubbish.
8. You are the primary teacher. : 8. See to it that your room
: is properly decorated, make
: it home like, and visit
: the homes of the children--
: know the background of the
: pupils.
9. You are assigned a lesson in Sociology. : 9. Do work outside the text--
: special references, learn
: all that you can about this

: particular phase of the
: work.

10. You are playground super-visor. : 10. Plan your games; see that
: no children are neglected.

Open-mindedness. By open-mindedness is meant freedom from prejudiced conclusions; receptivity; seeing both sides of the proposition; unselfishness.

<u>Situation</u>	<u>Trait Action</u>
1. Time for election of officers.	: 1. Vote for the person best : qualified for the office, : even though he is not your : personal friend.
2. The conduct of the choir leader has been questioned.	: 2. Make thorough investigation before making decision.
3. A student with a bad record from an adjoining school enters your classes.	: 3. Instead of accepting his : record as final, give him : a fair trial.
4. A student with whom other teachers have trouble reports to your classes.	: 4. Make an effort to learn the : reason for trouble with : this boy--investigate his : home life, let the boy feel : your interest in him.
5. You are a member of the M. E. church.	: 5. Respect the ideas of mem- : bers of other churches.

- | | |
|--|--|
| 6. You belong to a certain political party. | : 6. Consider the good points of other political parties. |
| 7. A three year old child commits a social blunder at the dining table. | : 7. Instead of slapping the child, wait until the company has gone to explain his error. |
| 8. You are in business. | : 8. Work with your competitors for the good of the community. |
| 9. You are a juror where a man is being tried for murder. | : 9. Weigh all evidence, come to a decision only after everything bearing on the case is in--do not become prejudiced because of the man's attorney. |
| 10. You are in a small community which cannot afford more than one church. | : 10. Forget, or lay aside your own church preference and work for the good of the community. |

Ambition. By the trait ambition is meant worthy eagerness to achieve something great and good; alert; aspiring; energetic.

<u>Situation</u>	<u>Trait Action</u>
1. You are a member of an athletic team.	:1. Aspire to become captain. :
2. You are entering college.	:2. Be alert for the advantages : of college life.
3. You enter business.	:3. Take an active part in com- : munity affairs for the bet- : terment of society.
4. You are an agriculture teacher in a rural community.	:4. Encourage every member of : your class to enter his : best work at the county : fair.
5. You are studying for the profession of medicine.	:5. Secure general knowledge in : other professions, that you : might not be too narrow in : your point of view.
6. You are the father of two children.	:6. Insure their education by : starting a savings account : for them or protecting them : through life insurance.
7. You realize your personality weakness.	:7. Strive to overcome this : weakness through enforced : practice.

- | | |
|---|---|
| 8. You are a poultryman. | :8. Learn all you can about
:
: poultry that you might im-
:
: prove your flock--have the
:
: best flock possible. |
| 9. You are clerk in the de-
partment store. | :9. Attend night school or
:
: study through correspon-
:
: dence that you might make
:
: advancement. |
| 10. You are a newsboy on the
street with the desire to
become manager of the firm:
for which you are working.: | :10. Be alert and efficient in
:
: your work. This will be
:
: noticed by those in
:
: charge, and advancement
:
: will be rapid. |

Good Judgment. By good judgment we mean the faculty of deciding correctly; a decision or conclusion is reached after consideration or deliberation.

- | <u>Situation</u> | <u>Trait Action</u> |
|--|--|
| 1. You are an instructor in
high school and see a stu-
dent cheat on an examination: | :1. Say nothing at the time,
:
: but make a note on his
:
: paper that you were greatly
:
: surprised and hurt to see
:
: him do this. |

2. The night before an important athletic contest in which you are to participate, the All-College dance is given.
2. Forget the dance and go to bed early.
3. You are spending the day in a strange city.
3. Lock your car.
4. You are assigned a special report which will be due two days hence.
4. Prepare your report today--don't wait until "tomorrow."
5. As you are filling your gas tank, the gas ignites and your clothing catches on fire.
5. Fall prostrate upon the ground and wrap up in blankets, sacks, or anything available--don't run.
6. A person faints in a large crowd.
6. Keep people from crowding in; see that the victim has plenty of fresh air.
7. Your vocation keeps you inside.
7. Have regular hours for daily outdoor exercise.
8. You are trapped in a burning building.
8. Be calm and wait for help.
9. A person is drowning.
9. In rescuing him, approach him from the rear, be calm.

10. You are driving in the : 10. "Pull in to the curb"
 business section of the : until you are sure that
 city when the fire alarm : you will not be in the
 is sounded. : path of the fire wagon.

CONCLUSIONS

1. The earliest institutions to teach character education were the home and church.

2. The early teaching of character traits consisted more of a religious nature than of an integration of personality traits.

3. For a short time, the secondary schools attempted to teach religious education.

4. Lack of cooperation among the different religious denominations led to the discontinuance of religious education in the secondary schools.

5. The present tendency is toward the teaching of morals with no thought of or regard to religion.

6. The teaching of character education should be built around the direct method.

7. Each teacher should be encouraged to take advantage of every opportunity for the teaching of the proper responses to those situations which contribute to the building of character.

8. There should be at least one home room period a week during which general character situations are discussed in an organized fashion.

9. Each home room teacher should be provided with a program built around traits to be studied and embodying as many situations as possible.

10. The teachers treat this program as fundamentally character-building in objectives.

11. Public education must specifically plan to educate for character. The teachers' will or mood can no longer be relied upon to take advantage of situations.

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